

Performance

This is the plan type the school is required to adopt and implement, based on the 1 Year School Performance Framework. Schools are assigned a plan type based on the overall percent of points earned for the official year. The official percent of points earned is matched to the scoring guide below to determine the plan type. Additionally, failing to meet test administration and/or test participation assurances will result in a lower plan type category.

Plan Assignment	Framework Points Earned
Performance	at or above 59%
Improvement	at or above 47% - below 59%
Priority Improvement	at or above 37% - below 47%
Turnaround	below 37%

Framework points are calculated using the percentage of points earned out of points eligible. For schools with data on all indicators, the total points possible are: 25 points for Academic Achievement, 50 for Academic Growth, and 25 for Academic Growth Gaps.

Performance Indicators	Rating	% of Points Earned out of Points Eligible ²	
Academic Achievement	Meets	65.6% (16.4 out of 25 points)	
Academic Growth	Meets	78.6% (39.3 out of 50 points)	
Academic Growth Gaps	Meets	75.9% (19.0 out of 25 points)	
Test Participation ³	Meets 95% Participation Rate		
TOTAL		74.7% (74.7 out of 100 points)	

²Schools may not be eligible for all possible points on an indicator due to insufficient numbers of students. In these cases, the points are removed from the points eligible, so scores are not negatively impacted.

³Schools do not receive points for test participation. However, schools are assigned one plan type category lower than their points indicate if they do not (1) meet at least a 95% participation rate in all or all but one content area (reading, writing, math, science and COACT), or (2) for schools serving multiple levels (elementary, middle and high school grades, e.g., a 6-12 school), meet at least a 95% participation rate in all or all but one content area when individual content area rates are rolled up across school levels (elementary, middle and high school grades).

Test Participation Rates

Content Area	% of Students Tested				Participation Rating				Students Tested				Total Students			
	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall
Reading	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	238	284	-	522	238	284	-	522
Mathematics	100.0%	99.6%	-	99.8%	Meets	Meets	-	Meets	238	283	-	521	238	284	-	522
Writing	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	238	284	-	522	238	284	-	522
Science	100.0%	100.0%	-	100.0%	Meets	Meets	-	Meets	75	93	-	168	75	93	-	168
Colorado ACT	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

¹ Data in this report is based on results from: 2012-13

Performance Indicators

Level: Elementary

School: GRANT RANCH ECE-8 SCHOOL - 3605

District: DENVER COUNTY 1 - 0880 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	3	4		Meets	222	75.68	59
Mathematics	3	4		Meets	222	77.93	66
Writing	3	4		Meets	222	59.46	61
Science	2	4		Approaching	71	46.48	48
Total	11	16	68.8%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	152	54	32	Yes
Mathematics	3	4		Meets	153	50	45	Yes
Writing	3	4		Meets	152	50	38	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	48	58	-	-
Total	10.5	14	75%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	13	16	81.3%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	74	52	38	Yes
Minority Students	3	4		Meets	86	53	39	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	4	4		Exceeds	24	65	37	Yes
Students needing to catch up	3	4		Meets	38	59	53	Yes
Mathematics	9	16	56.3%	Approaching				
Free/Reduced Lunch Eligible	2	4		Approaching	75	49	53	No
Minority Students	2	4		Approaching	87	49	54	No
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	25	56	46	Yes
Students needing to catch up	2	4		Approaching	39	49	75	No
Writing	10	16	62.5%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	74	45	40	Yes
Minority Students	2	4		Approaching	86	44	40	Yes
Students with Disabilities	0	0		-	N<20	-	-	-
English Learners	3	4		Meets	24	45	39	Yes
Students needing to catch up	2	4		Approaching	64	48	51	No
Total	32	48	66.7%	Meets				

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

Performance Indicators

Level: Middle

School: GRANT RANCH ECE-8 SCHOOL - 3605

District: DENVER COUNTY 1 - 0880 (1 Year)

<i>Academic Achievement</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>% Proficient/Advanced</i>	<i>School's Percentile</i>
Reading	2	4		Approaching	280	68.57	41
Mathematics	3	4		Meets	279	60.57	68
Writing	3	4		Meets	280	61.43	57
Science	2	4		Approaching	91	45.05	44
Total	10	16	62.5%	Meets			

<i>Academic Growth</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>N</i>	<i>Median Growth Percentile</i>	<i>Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	3	4		Meets	270	59	35	Yes
Mathematics	3	4		Meets	270	68	69	No
Writing	4	4		Exceeds	270	61	48	Yes
English Language Proficiency (ACCESS)	1.5	2		Meets	43	59	-	-
Total	11.5	14	82.1%	Meets				

<i>Academic Growth Gaps</i>	<i>Points Earned</i>	<i>Points Eligible</i>	<i>% Points</i>	<i>Rating</i>	<i>Subgroup N</i>	<i>Subgroup Median Growth Percentile</i>	<i>Subgroup Median Adequate Growth Percentile</i>	<i>Made Adequate Growth?</i>
Reading	16	20	80%	Meets				
Free/Reduced Lunch Eligible	4	4		Exceeds	144	62	39	Yes
Minority Students	3	4		Meets	195	57	36	Yes
Students with Disabilities	3	4		Meets	37	62	86	No
English Learners	3	4		Meets	77	58	42	Yes
Students needing to catch up	3	4		Meets	89	63	71	No
Mathematics	16	20	80%	Meets				
Free/Reduced Lunch Eligible	3	4		Meets	144	68	76	No
Minority Students	3	4		Meets	195	69	71	No
Students with Disabilities	3	4		Meets	37	56	98	No
English Learners	4	4		Exceeds	77	71	71	Yes
Students needing to catch up	3	4		Meets	117	62	90	No
Writing	18	20	90%	Exceeds				
Free/Reduced Lunch Eligible	4	4		Exceeds	144	62	55	Yes
Minority Students	4	4		Exceeds	195	61	50	Yes
Students with Disabilities	3	4		Meets	37	62	92	No
English Learners	4	4		Exceeds	77	62	51	Yes
Students needing to catch up	3	4		Meets	119	62	77	No
Total	50	60	83.3%	Meets				

Counts and ratings are not reported for metrics when the school does not meet the minimum student counts required for reportable data.

Scoring Guide for Performance Indicators on the School Performance Framework Report

Performance Indicator	Scoring Guide			Rating	Point Value	Total Possible Points per EMH Level	Framework Points	
Academic Achievement	<i>The school's percentage of students scoring proficient or advanced was:</i>				TCAP	16 (4 for each subject area)	25	
	• at or above the 90th percentile of all schools (using 2009-10 baseline).			Exceeds	4			
	• below the 90th percentile but at or above the 50th percentile of all schools (using 2009-10 baseline).			Meets	3			
	• below the 50th percentile but at or above the 15th percentile of all schools (using 2009-10 baseline).			Approaching	2			
• below the 15th percentile of all schools (using 2009-10 baseline).			Does Not Meet	1				
Academic Growth	<i>Made AGP</i>	<i>Did Not Make AGP</i>	<i>No AGP</i>		TCAP	ACCESS	14 (4 for each subject area and 2 for English language proficiency)	50
	• at or above 60.	• at or above 70.	• at or above 65.	Exceeds	4	2		
	• below 60 but at or above 45.	• below 70 but at or above 55.	• below 65 but at or above 50.	Meets	3	1.5		
	• below 45 but at or above 30.	• below 55 but at or above 40.	• below 50 but at or above 35.	Approaching	2	1		
• below 30.			Does Not Meet	1	0.5			
Academic Growth Gaps	<i>Made AGP</i>	<i>Did Not Make AGP</i>			TCAP		60 (4 for each of 5 subgroups in 3 subject areas)	25
	• at or above 60.	• at or above 70.		Exceeds	4			
	• below 60 but at or above 45.	• below 70 but at or above 55.		Meets	3			
	• below 45 but at or above 30.	• below 55 but at or above 40.		Approaching	2			
• below 30.			Does Not Meet	1				

Cut-Points for Each Performance Indicator

Cut-Points for Plan Type Assignment

Achievement; Growth; Growth Gaps	<i>Cut Point: The school earned ... of the points eligible on this Indicator.</i>		Total Framework Points	<i>Cut Point: The school earned ... of the total framework points eligible.</i>	
Achievement; Growth; Growth Gaps	• at or above 87.5%	Exceeds	Total Framework Points	• at or above 59%	Performance
	• at or above 62.5% - below 87.5%	Meets		• at or above 47% - below 59%	Improvement
	• at or above 37.5% - below 62.5%	Approaching		• at or above 37% - below 47%	Priority Improvement
	• below 37.5%	Does Not Meet		• below 37%	Turnaround

School Plan Type Assignments

	<i>Plan description</i>	
Performance Plan	The school is required to adopt and implement a Performance Plan.	A school may not implement a Priority Improvement and/or Turnaround Plan for longer than a combined total of five consecutive years before the District or Institute is required to restructure or close the school. The five consecutive school years commences on July 1 during the summer immediately following the fall in which the school is notified that it is required to implement a Priority Improvement or Turnaround Plan.
Improvement Plan	The school is required to adopt and implement an Improvement Plan.	
Priority Improvement Plan	The school is required to adopt and implement a Priority Improvement Plan.	
Turnaround Plan	The school is required to adopt and implement a Turnaround Plan.	

1-year vs. 3-year Report

Schools receive a 1-year and a 3-year aggregated School Performance Framework report. CDE produces a report on the basis of three years of data to enable more schools to be considered within the same performance framework. Some small schools may not have public data on the basis of a single year because of small N counts for some performance indicator metrics, but a report on the basis of three years of data increases the N count. Only one of the two sets of results (1-year or 3-year) will be the official plan type category for the school: the one under which the school has ratings on a greater number of the performance indicators, or, if it has ratings for an equal number of indicators, the one under which it earned a higher total percent of points. Note that some 3-year reports may be based on only two years of data if that is the only data available.

Reference Data for Key Performance Indicators

Academic Achievement

The Academic Achievement Indicator reflects a school's proficiency rate: the percentage of students proficient or advanced on Colorado's standardized assessments. This includes results from CSAP/TCAP and CSAPA/CoAlt in reading, mathematics, writing, and science, and results from Lectura and Escritura.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 1-year (2009-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1008	479	327	1007	480	327	1007	480	327	912	407	286
15th percentile	49.18	50.44	54.92	48.60	29.72	15.97	32.48	34.96	30.95	19.67	23.85	27.50
50th percentile	71.65	71.43	73.33	70.89	52.48	33.52	53.52	57.77	50.00	47.53	48.00	50.00
90th percentile	89.10	88.24	87.23	89.34	75.00	54.79	76.83	79.67	72.24	75.96	75.11	72.41

Data for all indicators are compared to baselines from the first year the performance framework reports were released.

Percent of Students Proficient or Advanced by Percentile Cut-Points - 3-year aggregate (2008-10 baseline)

	Reading			Math			Writing			Science		
	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High	Elem	Middle	High
N of Schools	1032	507	362	1032	507	361	1032	507	362	972	469	347
15th percentile	50.00	50.56	53.34	48.73	29.69	13.49	32.56	36.84	30.00	20.46	25.00	27.93
50th percentile	72.05	71.35	72.21	70.11	51.63	30.53	54.84	58.34	49.57	45.36	48.72	50.00
90th percentile	88.21	87.40	86.17	87.48	74.41	52.19	76.51	79.17	71.00	72.65	71.26	71.45

Academic Growth and Academic Growth Gaps

The Academic Growth Indicator measures academic progress using the Colorado Growth Model. This indicator reflects 1) normative (median) growth: how the academic progress of the students in this school compared to that of other students statewide with a similar content proficiency (CSAP/TCAP) score history or a similar English language proficiency (ACCESS) score history, and 2) criterion referenced (adequate) growth: whether this level of growth was sufficient for the typical (median) student in the school to reach or maintain a specified level of proficiency within a given length of time. For CSAP/TCAP, students are expected to score proficient or advanced within three years or by 10th grade, whichever comes first. The median growth percentile required to earn each rating depends on whether or not the school met adequate growth (AGP). For 2012-13, Adequate Growth cannot be calculated for English language proficiency therefore English language proficiency growth is determined only by the median growth percentile.

	Made AGP	Did Not Make AGP	No AGP
Exceeds	60-99	70-99	65-99
Meets	45-59	55-69	50-64
Approaching	30-44	40-54	35-49
Does Not Meet	1-29	1-39	1-34

The Academic Growth Gaps Indicator disaggregates the results of the Academic Growth Indicator, measuring the academic progress of historically disadvantaged student groups (students eligible for free/reduced lunch, minority students, students with disabilities, English learners) and students needing to catch up.

Postsecondary and Workforce Readiness

The Postsecondary and Workforce Readiness Indicator measures the preparedness of students for college or careers upon completing high school. This indicator reflects student graduation rates, disaggregated graduation rates, dropout rates, and mean Colorado ACT (COACT) composite scores.

State Mean Dropout Rate (2009-10 baseline)

	N of Students	Mean Rate
1-year (2009)	416,953	3.6
3-year (2007-09)	1,238,096	3.9

State Mean COACT Composite Score (2009-10 baseline)

	N of Students	Mean Score
1-year (2010)	51,438	20.0
3-year (2008-10)	151,439	20.1